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ABSTRACT

In 1971, 1975, and 1981, studies of faculty morale were conducted at the Ohio State University at Lima (OSU Lima). Faculty members were asked to assess their morale in relation to their college position; to evaluate campus conditions related to remuneration and benefits, teaching and research, relations with the central OSU campus, facilities and services, and miscellaneous factors; and to identify the most and least important contributors to faculty morale. Based on responses from 35 of 41 faculty members surveyed, the 1981 study revealed that: (1) 97% of the respondents indicated that their general morale was average, high, or very high; (2) salary was considered the major fiscal consideration related to morale and was viewed as "somewhat favorable" by 54% of the respondents; (3) campus setting, colleagues' competence, and instructional independence were viewed most favorably by the respondents, while opportunities for outside employment, cultural opportunities, and climate and location were viewed least favorably; (4) the factors identified as being most important in relation to morale were salary, instructional independence, and student motivation, while the least important factors were viewed as opportunities for outside employment and student assistance; and (5) 70% of the respondents were optimistic or very optimistic about their future at OSU Lima. The study report includes comparisons with the earlier studies and the 1981 survey instrument. (HB)

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OSU **The Ohio State University at Lima**

FACULTY MORALE STUDY (1981)

The Ohio State University at Lima

Self-Study Report No. 1

Institutional Research Series 1981

JC 830 035

Woodford W. Zimmerman
Associate Dean
March 26, 1981

FACULTY MORALE STUDY (1981)
The Ohio State University at Lima

The 1981 study of faculty morale at The Ohio State University Lima Campus is the third such formal assessment. The first study was conducted under the auspices of the self-study committee on faculty as part of the accreditation process in 1971-72. A summary of the findings appeared in the OSU Lima Campus "Institutional Self-Study Report." A more complete account of the research exists as a separate document titled "A Study of Faculty Morale at The Ohio State University Lima Campus" (Zimmerman 1972).

The faculty morale study was replicated by Zimmerman in Winter Quarter 1975. Tables of responses for the two studies were developed and widely distributed on campus to members of the faculty and administration in 1975, but no formal report was written.

In 1981, again under the auspices of a self-study committee on faculty, faculty members were asked to participate in a survey of morale. The three surveys were very similar with just four of the items on the instruments not common to all three studies.

The survey questionnaire (1981), Appendix A, contains items in the following categories: fiscal, teaching/research, rank/tenure, Columbus campus-regional campus relations, facilities/services, and miscellaneous. The survey was conducted during late December 1980 and early January 1981. Questionnaires were sent to forty-one resident faculty members and thirty-five usable returns were received. Respondents included lecturers, assistant professors, and associate professors;[1] both tenured and non-tenured faculty members participated.

Part I of the questionnaire contains thirty-seven factors[2] believed to

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[1] During the 1980-81 academic year OSU Lima had no full Professors.

[2] The 1971 and 1975 questionnaires each contained thirty-six factors.

have a relationship to faculty morale, at least for some faculty members. Respondents were asked to indicate on a five-point scale, ranging from very favorable to very unfavorable, their perceptions of the thirty-seven specific aspects of campus conditions. Scoring for the responses was as follows: very favorable (+2), favorable (+1), neutral (0), somewhat unfavorable (-1), and very unfavorable (-2).

In Part II of the survey, faculty members were asked to identify the five most important and five least important aspects among the list of thirty-seven. The final two survey sections were used to gather data about faculty members' perceptions about their general morale and their futures at OSU Lima.

General Morale

The survey contains one general item concerning morale and thirty-seven individual items which address more specific concerns. Because morale often fluctuates, faculty members were urged to consider more prevailing morale patterns which they perceived "most of the time." Morale was to be considered only in terms of a faculty member's relationship to The Ohio State University.

The responses suggest that the general morale is good (Table 1). More than ninety-seven percent of the respondents in 1981 indicate that their general morale is "average, high, or very high." Less than three percent indicate a general morale condition of "low," and no one indicates "very low." Faculty members responding in 1981 seemed to be somewhat more moderate than those in 1971, with fewer indicating "very high" and "low" general morale, As compared with 1975, responses in 1981 are much more positive. It is hypothesized that the relatively high percentage of faculty members reporting a low or very low general morale condition in 1975 resulted from, at least in part, direct and indirect association with the tenure review process.

TABLE 1

OSU LIMA RESIDENT FACULTY
GENERAL MORALE

Response	1971	1975	1981
		Percentage	
Very high	26.3	7.5	11.8
High	44.7	42.5	41.2
Average	34.2	25.0	44.1
Low	7.8	20.0	2.9
Very Low	--	5.0	--

Possible Morale Factors

Responses to the individual items substantiate the response to the general morale items in that only four of the thirty-seven factors have mean values in the negative range, the possible range being from +2 to -2. Seven items fell in the negative range in 1971 and twelve in 1975.

For the purpose of developing Table 2, Appendix B, and Appendix C, mean score values were assigned as follows:

very favorable	+2.0 to +1.20
somewhat favorable	+1.19 to + .40
neutral	+ .39 to - .40
somewhat unfavorable	- .39 to -1.19
very unfavorable	-1.20 to -2.0

As categorized, mean responses of the 1981 group reveal no item in the "very unfavorable" category and only three classified as "somewhat unfavorable." Of course, some individuals determine some specific factors to be in the unfavorable range.

Fiscal Considerations

Five items on the Faculty Morale Survey deal with fiscal matters. The satisfaction level on these possible morale factors range from "somewhat favorable" to "somewhat unfavorable." Yet, with the exception of salary, the fiscal factors are not judged to be of great importance by the responding faculty members.

Salary. As a group, the faculty rates salary level as being "somewhat favorable" (Table 2), an improvement over both 1971 and 1975. Responses are rather narrowly distributed as follows: somewhat favorable, 19; neutral, 7; somewhat unfavorable, 8. No one categorizes his/her 1980-81 salary as "very favorable," and only one judges it to be "very unfavorable." Once again, in 1981 as in the two previous surveys, salary is ranked as being the most important of the possible factors (Table 5).

Other fiscal matters. Other fiscal considerations are perceived to be of relatively little importance and have the following satisfaction rankings: insurance benefits, 2; opportunity for extra remuneration for extra university duty, 13; retirement, 22.5; and opportunity for outside employment, 37 (Appendix D).

Teaching and Research Considerations

Six items in the teaching and research area appear on the morale survey. Respondents, as a group, place four of the five factors in the "somewhat favorable" category while one is "very favorable," and one, "neutral" (Table 2 and Appendix D).

TABLE 2

SATISFACTION RANK FOR THIRTY-SEVEN
POSSIBLE MORALE FACTORS
(Winter Quarter 1981)

	Factor	Mean Score	Rank
Very Favorable	Campus setting	1.49	1
	Colleagues' competence	1.43	2
	Independence to make instructional decisions	1.38	3
	Colleagues' congeniality	1.37	4
	Quality of secretarial help	1.29	5
	OSU libraries	1.23	6.5
	OSU Lima library (for students)	1.23	6.5
	Personal qualities of students	1.20	8
Somewhat Favorable	Technical assistance	1.14	9
	Quantity of secretarial help	1.00	10
	Being an OSU faculty member	.89	11
	Insurance	.86	12
	Opportunity for extra duty (with compensation)	.85	13
	Reputation in Lima area	.74	14
	Class size	.71	16
	Office facilities	.71	16
	Administrators' competence	.71	16
	Tenure	.66	18
	Courses (appropriate field)	.65	19
	Class sections	.63	20
	Academic rank	.51	21
	Retirement	.49	22.5
	Academic motivation of students	.49	22.5
Neutral	Research opportunities	.31	24
	Reputation in the academic community	.29	25
	Salary	.26	26.5
	Scholastic aptitude of students	.26	26.5
	Research facilities	.14	28.5
	Proximity to friends-relatives	.14	28.5
	Student assistance	.12	30
	Changes in higher education in Ohio	.09	31
	Departmental support	.03	32.5
	OSU Lima library (personal/prof use)	.03	32.5
	Appropriate level courses	-.08	34
Somewhat Unfavorable	Climate and location	-.46	35
	Cultural opportunities	-.51	36
	Opportunity for outside employment	-.76	37

Independence to make instructional decisions, class size, courses taught (appropriate field), number of class sections taught, research opportunities (aside from facilities), and appropriateness of the level of courses have satisfaction ranks of 4, 16, 19, 20, 24, and 34, respectively. Of the six items, three are judged to be among the ten most important factors (independence to make instructional decisions, courses taught, research opportunities).

Rank and Tenure Considerations

One item each deals with rank and tenure, and in both cases there is improvement over 1971 (Appendices B, C, and D). Results of the 1981 survey show a considerable, positive change in the perception of the tenure situation as compared with 1975. Tenure remains ranked among the ten most important factors, as it was in 1971 and 1975. Unlike in 1971, however, rank no longer appears as one of the ten most important factors. This is not unexpected since the number of associate professors increased from two to the present twelve, and the number of assistant professors from nineteen to the present twenty-three. In 1971 there were twenty-four full-time instructors, and in 1981 there are none.

Columbus Campus-Regional Campus Considerations

Faculty members serving on an Ohio State regional campus are members of the several departments of the University. All regional campus appointments have the approval of officials on both the Columbus and the appropriate regional campus. This relationship, referred to as the articulated faculty concept, is more fully developed in a recent study (Zimmerman 1981).

Being a member of a department of The Ohio State University is believed to be closely related to high morale since it ranks eleventh in satisfaction and fifth in importance. Having access to and borrowing privileges at the main and departmental libraries of the University, while not ranking among

the top ten in importance, is viewed as being a very favorable factor.

The support shown the individual and the regional campus concept by the individual's department is perceived to be less than favorable, although it was not believed to be unfavorable. Group response to this item is in the neutral range and ranks 32.5 out of the 37 items. The situation varies with the individual and with the several departments; the distribution of responses is very favorable, 4; somewhat favorable, 11; neutral, 7; somewhat unfavorable, 8; and very unfavorable, 5.

Additionally, the articulated faculty concept does not appear to be associated with close monitoring in the selection of specific instructional materials, methods, etc. The vast majority of respondents report much freedom in this area (Table 3). Furthermore, the freedom-control response appears to be positively correlated with the instructor's satisfaction with the situation.

TABLE 3

RELATIONSHIP OF INSTRUCTIONAL FREEDOM TO SATISFACTION

Satisfaction Level With Degree Of Instructional Freedom	Instructional Freedom Continuum				
	much freedom ←				→ closely monitored
Very favorable	20	0	0	0	0
Somewhat favorable	1	6	0	0	0
Neutral	2	0	3	1	0
Somewhat unfavorable	0	0	0	0	1
Very unfavorable	0	0	0	0	1

Facilities and Services

Of the six items relating to facilities and services, two are "very favorable," two are "somewhat favorable," and two are "neutral (Table 2 and Appendix D). None fall in the negative range. Only one--research facilities--is judged to be among the most important factors.

Miscellaneous

The distribution of responses to the miscellaneous items may be observed in Table 4. Of the thirteen possible factors, only those dealing with the academic motivation of students and the scholastic aptitude of students are viewed as being of high importance. The "somewhat favorable" satisfaction level for the academic motivation of students, combined with the very high importance rank for this variable, suggests that it might be related to a high morale condition.

TABLE 4

SATISFACTION RANKING AND RESPONSES TO MISCELLANEOUS ITEMS

FACTOR	Satisfaction Ranking	RESPONSES				
		Very Favorable	Somewhat Favorable	Neutral	Somewhat Unfavorable	Very Unfavorable
Campus Setting	2	21	10	4	0	0
Colleagues congeniality	4	18	12	5	0	0
Personal qualities of students	8	11	20	4	0	0
Administrators' competence	16	6	17	9	2	1
Colleagues' competence	3	19	12	4	0	0
Reputation in academic community	24	2	16	7	10	0
Scholastic aptitude of students	25.5	1	16	10	7	1
Academic motivation of students	21.5	3	19	6	6	1
Proximity to friends-relatives	27.5	7	6	13	3	6
Changes in higher educ. in Ohio	30	4	7	14	6	3
Reputation in Lima area	14	9	13	8	5	0
Cultural opportunities	35	1	8	7	10	9
Climate and location	34	1	6	10	12	6

Relative Importance and Unimportance of Possible Morale Factors

Respondents were asked to indicate and rank the five factors they believe to be the most important of the thirty-seven identified. Ranking of the factors was achieved by combining the responses of the faculty members. Values of five through one were assigned, in regressive order, to the ranks indicated by each respondent. The results of this procedure may be observed in Table 5 where the ten most important factors are displayed.

TABLE 5

TEN MOST IMPORTANT FACTORS
(Winter Quarter 1981)

Factor	*Rank
Salary	1
Independence to make instructional decisions	2
Academic motivation of students	3
Courses taught	4
Being an OSU faculty member	5
Tenure	6
Research opportunities	7
Scholastic aptitude of students	8
Research facilities	9
Departmental support	10

*Out of 37 possible factors

The factors which rank one through six in the 1981 study also appeared among the ten most important in 1971 (Appendix E). There was even more agreement between 1975 and 1981, with nine of the ten being common to the two years (Appendix F).

A similar procedure was employed to determine the items believed to be the least important. The ten items believed to be the least important are displayed in Table 6.

TABLE 6

TEN LEAST IMPORTANT FACTORS
(Winter Quarter 1981)

Factor	*Rank
Opportunity for "outside employment"	37
Climate and location	36
Student assistance	35
Opportunity for extra duty (with compensation)	33.5
Campus setting	33.5
Technical assistance	32
Proximity to friends-relatives	31
Cultural opportunities	30
Office facilities	29
Class size	28

*Out of 37 possible factors

During the ten year period of the three studies, agreement is fairly high regarding the "least important" factors. Seven items were common to the "least important" lists in 1971, 1975, and 1981 (Appendices G and H).

View of the Future

Finally, respondents were asked to indicate their feelings toward their futures as OSU Lima faculty members. Responses to this item for 1971 and 1975 as well as 1981 appear in Table 7, and are expressed in percentages. Once again, responses are quite positive, with nearly seventy percent in the "optimistic" and "very-optimistic" categories. This is a clear positive shift from both 1971 and 1975 when just over half of the faculty members described themselves as being optimistic or very-optimistic.

TABLE 7

PERCEPTION OF FUTURE
AT OSU LIMA
(In Percentages)

	1971	1975	1981
Very Optimistic	17.1	11.8	11.5
Optimistic	34.3	41.2	57.7
Pessimistic	34.3	32.4	23.1
Very Pessimistic	14.3	14.7	7.7

Conclusions

Appraising morale can be most difficult in that many complex interrelationships between and among factors must be considered. Relatively high morale might result from the presence of many factors perceived to be good or acceptable within a time period which was significantly free of adverse situations. Or, high morale also might be the result of excellent conditions within a few contexts which are judged to be of special importance.

It seems logical to conclude, however, that morale at an institution is more likely to be associated with those aspects believed to be of greatest importance. Situations which are judged to be both very satisfactory and important probably will contribute toward high morale. Conversely, factors which are perceived to be both important and unsatisfactory probably are low morale determinants.

Five of the ten factors judged to be most important were found to be rather satisfactory in this survey (Table 8). For four of the five, the satisfaction level was "somewhat favorable," and one was "very favorable." The 1981 list, which employs the same criteria for identifying high morale determinants as in 1971 and 1975, is smaller than in 1971 and larger than in 1975. Six factors appeared on the 1971 list (Appendix I) while only three factors appeared in 1975 (Appendix J). In 1981, group responses produced five high morale determinants. The 1981 list has three factors in common with 1971 and two in common with 1975. Colleagues' congeniality, class size, and colleagues' competence no longer appear on the list, since they do not appear to be as important as they were in 1971. Present on the 1981 list, however, is tenure. Again, this is not surprising with approximately fifty-six percent of the full-time resident faculty members being tenured.

TABLE 8

HIGH MORALE DETERMINANTS
(Winter Quarter 1981)

Factor	Importance Rank	Satisfaction Level
Independence to make instructional decisions	2	Very favorable
Academic motivation of students	3	Somewhat favorable
Classes taught	4	Somewhat favorable
Being an OSU faculty member	5	Somewhat favorable
Tenure	6	Somewhat favorable

An even more dramatic shift has occurred in the list of low morale determinants. Four factors appeared on the list in 1971 (Appendix K), seven in 1975 (Appendix L), and only one in 1981 (Table 9). The availability of research facilities is the only item to appear as a low morale determinant,

as defined in the earlier studies. This item did appear in 1975, but not in 1971 when it was viewed as being less important.

TABLE 9

LOW MORALE DETERMINANT

(Winter Quarter 1981)

Factor	Importance Rank	Satisfaction Level
Research facilities	9	Neutral

Changes Between 1971 and 1981

Between 1971 and 1981, changes have occurred in the perception of factors believed to be somewhat related to faculty morale. Approximately thirty-eight percent of the items show an improvement, thirty-two percent slipped a bit, and thirty percent remained virtually unchanged (Appendix D). Positive shifts were considerably larger than negative ones, with tenure and colleagues' competence showing the most noticeable shifts. Factors showing the largest shifts between 1971 and 1981 are displayed in Table 10. Tenure moved from the neutral to the somewhat favorable range, while both colleagues' competence and the OSU Lima library for student use moved from the somewhat favorable to the very favorable range. Those showing a negative shift included the sufficiency of secretarial assistance, which moved from very favorable to somewhat favorable, and cultural opportunities which moved from a low neutral position to the somewhat favorable range.

TABLE 10

CHANGES IN PERCEPTIONS BETWEEN 1971 AND 1981

Item	Mean Score 1971 (range of +2 to -2)	Mean Score 1981	Change
*Tenure	- .09	+ .66	+ .75
Colleagues' competence	+ .74	+1.43	+ .69
OSU Lima library (for students)	+ .60	+1.23	+ .63
Cultural opportunities	+ .02	- .51	- .53
Sufficiency of secretarial help	+1.58	+1.00	- .58

*Among the ten most important factors (in 1981).

Changes Between 1975 and 1981

Consistent with other findings previously reported, 1975-1981 comparisons are considerably more dramatic. Approximately sixty-eight percent showed a positive shift, twenty-four percent a negative, and eleven percent remained almost unchanged (Appendix D). The most noticeable shifts occurred for research opportunities, tenure, and research facilities; all moved in a positive direction (Table 11).

Finally, it is worthwhile to note that one of the three factors in Table 10 and all three in Table 11 are among the ten most important factors as identified by the responding faculty members in 1981.

TABLE 11

CHANGES IN PERCEPTIONS BETWEEN 1975 AND 1981

	Mean Score 1971 (range of +2 to -2)	Mean Score 1981	Change
*Research opportunities	- .73	+ .31	+1.04
*Tenure	- .37	+ .66	+1.03
*Research facilities	- .88	+ .14	+1.02

*Among the ten most important factors (in 1981).

Summary

Responses to the single, general morale item in the Faculty Morale Study (1981) suggest that the morale of OSU Lima faculty members is quite good. Approximately ninety-seven percent of the respondents indicate that their morale, most of the time, is average or above. More than forty percent indicate a "high" or "very high" morale. Not only is the morale high, but also the respondents' views of their futures as OSU Lima faculty members is good. Nearly seventy percent of those responding place themselves in the "optimistic" and "very optimistic" categories.

The thirty-five responding faculty members rated thirty-seven possible individual morale factors on a five-point continuum ranging from very favorable to very unfavorable. An analysis of the pooled responses reinforces the results of the general morale item with twenty-two percent of the factors being rated as "very favorable," forty-one percent as "favorable," thirty percent as "neutral," and only eight percent as "somewhat favorable." The pooled responses place no factor in the "very unfavorable" category.

Since 1971 faculty members have been fairly consistent in their evaluation of the relative importance of the factors. Of the ten most important factors, determined through pooled responses, six had appeared in the 1971 study and nine in 1975. Salary level, the independence to make instructional decisions, and the teaching assignment have ranked among the top four factors in each of the three studies.

The 1981 study suggests the presence of five possible high morale and one possible low morale factors. The independence to make instructional decisions, academic motivation of students, classes taught, being an OSU faculty member, and holding tenure not only rank among the six most important factors but also have a satisfaction level of "very favorable" or "somewhat favorable." Research facilities ranks ninth in importance and has a "neutral" satisfaction level.

The primary purpose of the 1981 faculty morale survey was simply to assess morale at a particular time. Even so, the fact that the 1981 survey was, in large part, a replication of studies conducted in 1971 and 1975 makes available interesting data which reflect a change of personnel, changes occurring in individuals, and changing situations. For the most part, observed changes from 1971 to 1981, and especially from 1975 to 1981, are in a positive direction. Faculty members indicate that a general morale condition of average or above average increased somewhat over 1971 and considerably over 1975. Responses to individual factors improved slightly when comparing 1971 and 1981 and improved dramatically when 1975 and 1981 are compared. Significantly, improvement on "important" factors was shown between 1971 and 1981. And finally, nearly seventy percent of the respondents indicate that they are "optimistic" or "very optimistic" about their futures at OSU Lima--an increase of approximately twenty percentage points over 1971 and 1975.

REFERENCES

Zimmerman, Woodford W. "A Study of Faculty Morale at The Ohio State University Lima Campus," 1972.

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APPENDIX A

FACULTY MORALE SURVEY

INTRODUCTION AND INSTRUCTIONS

Committee B needs your input from the Faculty Morale Survey. We plan to compare results with those of an almost identical survey conducted in 1971 and again in 1975. Please return the survey to Charles Good by Friday, January 23.

PART I

Sample Responses:

Response No. 1 is given a score value of +2, indicating a very positive situation.

Response No. 2 is given a score value of +1, indicating a somewhat positive situation.

Response No. 3 is given a score value of 0, indicating a neutral situation or a lack of data on the topic. For example, response No. 3 might result from a lack of knowledge about tenure. On the other hand, the respondent might feel that his opportunity for tenure is mid-way between very favorable and very unfavorable.

Response No. 4 is given a score value of -1, indicating a somewhat negative situation.

Response No. 5 is given a score value of -2, indicating a very negative situation.

1. My opportunity for tenure is

very favorable	somewhat favorable		somewhat unfavorable	very unfavorable
X	/	/	/	/

2. My opportunity for tenure is

very favorable	somewhat favorable		somewhat unfavorable	very unfavorable
/	X	/	/	/

3. My opportunity for tenure is

very favorable	somewhat favorable		somewhat unfavorable	very unfavorable
/	/	X	/	/

4. My opportunity for tenure is

very favorable	somewhat favorable		somewhat unfavorable	very unfavorable
/	/	/	X	/

5. My opportunity for tenure is

very favorable	somewhat favorable		somewhat unfavorable	very unfavorable
/	/	/	/	X

FISCAL CONSIDERATIONS

1. I judge my annual salary for the regular academic year to be

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

2. My opportunity for extra duty such as continuing ed or Summer Quarter teaching is

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

3. My opportunity for extra remuneration for employment outside of the University is

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

4. Provisions for my retirement are

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

5. My insurance benefits (life and major medical) are

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

TEACHING/RESEARCH CONSIDERATIONS

6. (a) I feel the content of the courses I teach are at a level appropriate for my professional expertise.

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

(b) I feel the courses I teach are appropriate for my field of professional expertise.

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

7. I feel the number of class sections I teach to be

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

8. The size of my classes is

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

9. (a) Indicate the latitude you have to select specific instructional materials, methods, etc. in the courses you teach.

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

(b) This being the case, I feel this situation to be

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

10. Aside from facilities, the opportunity for me to conduct research is

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

RANK/TENURE CONSIDERATIONS

11. My academic rank is

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

12. My opportunity for tenure is

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

MAIN CAMPUS-REGIONAL CAMPUS CONSIDERATIONS

13. I **feel** that being a member of the faculty in one of the departments at The Ohio State University (Columbus) is

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

14. I feel the support shown me and the Regional Campus concept by my department to be

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

15. I **feel having** access to and borrowing privileges at the Main and Departmental Libraries of The Ohio State University to be

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

FACILITIES/SERVICES

16. Facilities for my conducting research are

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

17. (a) I feel that the OSU Lima Library for student use is

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

(b) I feel that the OSU Lima Library for personal and professional use is

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

18. My office facilities are

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

19. (a) The quality of my secretarial work is

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

(b) The sufficiency of my secretarial help is

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

20. **Technical** assistance (such as audio-visual) available for my courses is

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

21. Student assistance available for my courses is

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

MISCELLANEOUS

22. The congeniality of my colleagues is

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

23. In general, the competence of my colleagues is

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

24. The competence of local administrators is

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

25. The quality of my students in terms of
    (a) personal qualities is

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

    (b) academic motivation is

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

    (c) scholastic aptitude

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

26. (a) I feel that the reputation of OSU Lima in the Lima area community to be

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

(b) I feel the reputation of OSU Lima in the academic community to be

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

27. I feel the changing concepts relating to the structure of higher education in Ohio and the role of regional campuses to be

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

28. For me, geographical considerations such as climate and location of OSU Lima are:

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

29. Proximity to my friends and/or relatives is

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

30. Cultural opportunities on campus and in the community are

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

31. The campus setting is

very favorable	somewhat favorable	somewhat unfavorable	very unfavorable

PART II

In the section above you were asked to respond to the following list of possible morale factors.

1. Salary
2. Opportunity for extra duty (with compensation)
3. Opportunity for "outside" employment
4. Retirement
5. Insurance
6. Courses taught
7. Sections taught
8. Class size
9. Independence to make instructional decisions
10. Research opportunities
11. Academic rank
12. Tenure
13. Being an OSU faculty member
14. Departmental support
15. OSU libraries
16. Research facilities
17a. OSU Lima library (for students)
17b. OSU Lima library (for personal use)
18. Office facilities
19a. Secretarial help (quality)
19b. Secretarial help (sufficiency)
20. Technical assistance
21. Student assistance
22. Colleagues' congeniality
23. Colleagues' competence
24. Administrators' competence
25a. Students (personal qualities)
25b. Students (academic motivation)
25c. Students (scholastic aptitide)
26a. Reputation in Lima area
26b. Reputation in academic community
27. Changes in higher education in Ohio
28. Climate and location
29. Proximity to friends-relatives
30. Cultural opportunities
31. Campus setting

A. From the above list of possible morale determinants select the five which you feel are the most important. Do not consider whether a factor is positive or negative, just select the most important and rank according to importance below.

1. _____ (very most important) 2. _____ 3. _____ 4. _____ 5. _____

B. From the above list of possible morale determinants select the five which you feel are the least important. Again, do not consider whether a factor is positive or negative, just select the least important and list below. In some cases, you might actually feel that these, in fact, are not factors since they are of such little importance.

1. _____ (very least important) 2. _____ 3. _____ 4. _____ 5. _____

C. List below any morale factors not cited in the above section.

PART III

Most of the time my morale in relation to my position at The Ohio State University Lima Campus may be classified as being:

Very high _____ High _____ Average _____ Low _____ Very low _____

Comments:

PART IV

In terms of my future as a faculty member at The Ohio State University Lima, I am

Very Optimistic ____ Optimistic ____ Pessimistic ____ Very Pessimistic ____

Comments:

APPENDIX B

SATISFACTION RANK FOR THIRTY-SIX
POSSIBLE MORALE FACTORS
(Winter Quarter 1971)

	Factor	Mean Score	Rank
Very Favorable	Quality of secretarial help	1.75	1
	Sufficiency of secretarial help	1.58	2
	Campus setting	1.47	3
	Courses taught	1.26	4
Somewhat Favorable	OSU libraries	1.19	5
	Being an OSU faculty member	1.17	6.5
	Technical assistance	1.17	6.5
	Colleagues' congeniality	1.16	8.5
	Personal qualities of students	1.16	8.5
	Administrators' competence	1.07	10
	Sections taught	1.02	11
	Independence to make instructional decisions	1.00	12
	Class size	.86	13
	Colleagues' competence	.74	14
	Reputation in Lima area	.72	15
	Office facilities	.67	16
	OSU Lima library (for students)	.60	17
	Scholastic aptitude of students	.54	18
	Academic motivation of students	.47	19
	Insurance	.40	20.5
	Proximity to friends-relatives	.40	20.5
Neutral	Retirement	.33	22
	Changes in higher education in Ohio	.30	23
	Opportunity for extra duty (with compensation)	.28	24.5
	Departmental support	.28	24.5
	Salary	.23	26.5
	Academic rank	.23	26.5
	Reputation in academic community	.02	28.5
	Cultural opportunities	.02	28.5
	OSU Lima library (personal/prof use)	-.02	30
	Climate and location	-.07	31
	Tenure	-.09	32
	Student assistance	-.15	33
	Research opportunities	-.17	34
	Research facilities	-.24	35
Somewhat Unfavorable	Opportunity for outside employment	-.61	36

APPENDIX C

SATISFACTION RANK FOR THIRTY-FIVE
POSSIBLE MORALE FACTORS
(Winter Quarter 1975)

	Factor	Mean Score	Rank
Very Favorable	Campus setting	1.35	1
	Independence to make instructional decisions	1.28	2
Somewhat Favorable	Colleagues' congeniality	1.08	3.5
	Personal qualities of students	1.08	3.5
	Quality of secretarial help	1.05	5
	Sufficiency of secretarial help	1.03	6.5
	OSU libraries	1.03	6.5
	Technical assistance	1.00	8
	OSU Lima library (for students)	.98	9
	Colleagues' competence	.95	10
	Class size	.88	11
	Sections taught	.64	12
	Courses taught	.63	13
	Insurance	.60	14
	Scholastic aptitude of students	.48	15.5
	Retirement	.48	15.5
	Being an OSU faculty member	.43	17
	Administrators' competence	.40	18
Neutral	Academic motivation of students	.38	19
	Reputation in Lima area	.36	20
	Office facilities	.23	22
	Departmental support	.23	22
	Academic rank	.23	22
	Reputation in the academic community	-.10	24
	Student assistance	-.18	25
	OSU Lima library (personal/prof use)	-.20	26
	Salary	-.23	27
	Climate and location	-.28	28
	Changes in higher education in Ohio	-.32	29
	Proximity to friends-relatives	-.33	30.5
	Opportunity for outside employment	-.33	30.5
	Tenure	-.37	32
Somewhat Unfavorable	Cultural opportunities	-.65	33
	Research opportunities	-.73	34
	Research facilities	-.88	35

APPENDIX D

SATISFACTION RANK FOR POSSIBLE MORALE FACTORS

Factor	Mean Score 1971	Mean Score 1975	Mean Score 1981	Rank 1971	Rank 1975	Rank 1981
FISCAL CONSIDERATIONS						
Salary	.23	-.23	.26	26.5	27	26.5
Opportunity for extra duty (with compensation)	.28	N/A	.85	24.5	N/A	13
Opportunity for outside employment	-.61	-.33	-.76	36	30.5	37
Retirement	.33	.48	.49	22	15.5	22.5
Insurance	.40	.60	.86	20.5	14	12
TEACHING/RESEARCH CONSIDERATIONS						
Courses (appropriate level)	N/A	N/A	-.08	N/A	N/A	34
Courses (appropriate field)	N/A	N/A	.65	N/A	N/A	19
Courses taught	1.26	.63	N/A	4	13	N/A
Sections taught	1.02	.64	.63	11	12	20
Class size	.86	.88	.71	13	11	16
Independence to make instructional decisions	1.00	1.28	1.38	12	2	1
Research opportunities	-.17	-.73	.31	34	34	24
RANK/TENURE CONSIDERATIONS						
Academic rank	.23	.23	.51	26.5	22	21
Tenure	-.09	-.37	.66	32	32	18
COLUMBUS CAMPUS-REGIONAL CAMPUS CONSIDERATIONS						
Being an OSU faculty member	1.17	.43	.89	6.5	17	11
Departmental support	.28	.23	.03	24.5	22	32.5
OSU libraries	1.19	1.03	1.23	5	6.5	6.5

APPENDIX D (continued)

Factor	Mean Score 1971	Mean Score 1975	Mean Score 1981	Rank 1971	Rank 1975	Rank 1981
FACILITIES/SERVICES						
Research facilities	-.24	-.88	.14	35	35	28.5
OSU Lima library (for students)	.60	.98	1.23	17	9	6.5
OSU Lima library (for personal/prof use)	-.02	-.20	.03	30	26	32.5
Office facilities	.67	.23	.71	16	22	16
Quality of secretarial help	1.75	1.05	1.29	1	5	5
Sufficiency of secretarial help	1.58	1.03	1.00	2	6.5	10
Technical assistance	1.17	1.00	1.14	6.5	8	9
Student assistance	-.15	-.18	.12	33	25	30
MISCELLANEOUS						
Colleagues' congeniality	1.16	1.08	1.37	8.5	3.5	4
Colleagues' competence	.74	.95	1.43	14	10	3
Administrators' competence	1.07	.40	.71	10	18	16
Personal qualities of students	1.16	1.08	1.20	8.5	3.5	8
Academic motivation of students	.47	.38	.49	19	19	22.5
Scholastic aptitude of students	.54	.48	.26	18	15.5	26.5
Reputation in Lima area	.72	.36	.74	15	20	14
Reputation in the academic community	.02	-.10	.29	28.5	24	25
Changes in higher education in Ohio	.30	-.32	.09	23	29	31
Climate and location	-.07	-.28	-.46	31	28	35
Proximity to friends-relatives	.40	-.33	.14	20.5	30.5	28.5
Cultural opportunities	.02	-.65	-.51	28.5	33	36
Campus setting	1.47	1.35	1.49	3	1	2

APPENDIX E

TEN MOST IMPORTANT FACTORS
(Winter Quarter 1971)

Factor	Rank
Salary	1
Courses taught	2
Independence to make instructional decisions	3
Being an OSU faculty member	4
Tenure	5
Academic rank	6
Colleagues' congeniality	7
Academic motivation of students	8
Changes in higher education in Ohio	9
Colleagues' competence	10

APPENDIX F

TEN MOST IMPORTANT FACTORS
(Winter Quarter 1975)

Factor	Rank
Salary	1
Tenure	2
Courses taught	3
Independence to make instructional decisions	4
Research opportunities	5
Academic motivation of students	6
Departmental support	7
Research facilities	8
Reputation in the Lima area	9
Scholastic aptitude of students	10

APPENDIX G

TEN LEAST IMPORTANT FACTORS
(Winter Quarter 1971)

Factor	Rank
Opportunity for "outside employment"	36
Proximity to friends-relatives	35
Student assistance	34
Opportunity for extra duty (with compensation)	33
Climate and location	32
Retirement	31
Campus setting	30
Reputation in Lima area	29
Cultural opportunities	28
Technical assistance	27

APPENDIX H

TEN LEAST IMPORTANT FACTORS
(Winter Quarter 1975)

Factor	Rank
Opportunity for "outside employment"	36
Campus setting	35
Student assistance	34
Climate and location	33
Technical assistance	32
Proximity to friends-relatives	31
Opportunity for extra duty (with compensation)	30
Changes in higher education in Ohio	29
Being an OSU faculty member	28
Office facilities	27

APPENDIX I

HIGH MORALE DETERMINANTS
(Winter Quarter 1971)

Factor	Importance Rank	Satisfaction Level
Courses taught	2	Very favorable
Being an OSU fculty member	4	Somewhat favorable
Colleagues' congeniality	7	Somewhat favorable
Independence to make instructional decisions	3	Somewhat favorable
Class size	8	Somewhat favorable
Colleagues' competence	10	Somewhat favorable

APPENDIX J

HIGH MORALE DETERMINANTS
(Winter Quarter 1975)

Factor	Importance Rank	Satisfaction Level
Courses taught	3	Somewhat favorable
Independence to make instructional deoisions	4	Very favorable
Scholastic aptitude of students	10	Somewhat favorable

APPENDIX K

LOW MORALE DETERMINANTS
(Winter Quarter 1971)

Factor	Importance Rank	Satisfaction Level
Tenure	5	Neutral
Academic rank	6	Neutral
Salary	1	Neutral
Changes in higher education in Ohio	9	Neutral

APPENDIX L

LOW MORALE DETERMINANTS
(Winter Quarter 1975)

Factor	Importance Rank	Satisfaction Level
Salary	1	Neutral
Tenure	2	Neutral
Research opportunities	5	Somewhat unfavorable
Students (academic motivation)	6	Neutral
Departmental support	7	Neutral
Research facilities	8	Somewhat unfavorable
Reputation in Lima area	9	Neutral

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